

## INVOLVING CHILDREN IN ENGLISH AS EARLY AS KINDERGARTEN AGE

Tolipova Zebuniso Ulug'bekovna

**Abstract:** *in this article English to preschool children teaching methods have been written, and now English is becoming a world language therefore, it should be started from preschool age, that is, the article is about this provides information.*

**Key words:** *foreign language, words, phonetics, rule, dog, rabbit, rhythmic music, methodology.*

In the last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language is a compulsory part of education not only in schools and universities, but also in many additional pre-school educational institutions became a component.

The demand for a foreign language in society, on the one hand, as well as the understanding by parents that language is not only a factor in the education of a modern person, but also the basis of his social and material well-being in society, on the other on the other hand, this moment makes early learning of a foreign language especially popular and relevant.

If 20 years ago knowledge of a language was required only in certain fields of work, now it is necessary to master at least one.

The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable to learn. Until recently, teaching methods were aimed at school-aged children, now parents are trying to start learning a foreign language as early as possible. The main goals of teaching preschool children a foreign language:

- formation of children's basic communication skills in a foreign language; J-jt
- the ability to use a foreign language to achieve one's goals, to express one's thoughts and feelings in life communication;
- create a positive attitude to further study of foreign languages;
- arouse interest in the life and culture of other countries.

Preschool age is especially good for starting to learn a foreign language is convenient. Children of this age are distinguished by their sensitivity to language phenomena, they are interested in understanding their speech experiences, the "secrets" of language. They are Interpretation and research republican scientific-methodical journal No.they easily and firmly remember a small amount of language material and multiply it well.

With age, these favorable factors lose their power.

There is another reason why an early age is better for learning a foreign language. The younger the child, the less. Vocabulary is in the local language, but at the same

time, his speech needs are small: a small child has fewer areas of communication than an adult, he does not yet have to solve complex communication problems. This means that it is a foreign language when mastering, he does not notice such a big difference between the possibilities of native and foreign languages, and his sense of achievement is brighter than that of older children. Teaching children is a very difficult issue that requires a completely different methodological approach than schoolchildren and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When faced with methodologically inefficient lessons, children can long-term hate the foreign language and lose confidence in their abilities. Only experienced professionals should work with preschool children.

In the preschool age, in the teaching of English, children gradually develop the basics of communicative competence, which includes the following aspects at the initial stage of learning English

- the ability to correctly repeat English words from a phonetic point of view behind the teacher, native speaker or speaker, that is, the gradual formation of listening attention, phonetic hearing and correct pronunciation;
- acquisition, consolidation and activation of English vocabulary;
- mastering a certain number of simple grammatical structures, coherent statements make up

The methodology of conducting direct educational activities should be built taking into account the age and individual characteristics of the structure of children's language skills and should be oriented towards their development. Communication in a foreign language should be motivational and directed. A child is positive about a foreign language it is necessary to create a psychological attitude, and the way to create such a positive motivation is to play. The game is both a form of organization and a method of conducting lessons in which children gather a certain amount of English vocabulary, many poems, learn songs, count rhymes and more.

This form of teaching language skills and speaking skills creates favorable conditions for mastering. The ability to trust the performance of the game is foreign to give a natural impetus to speech in the language, even the simplest expressions are interesting and makes it meaningful. Playing in the teaching of a foreign language is not contrary to the educational activity, but organically connected with it.

A matching end-to-end game technique is required. Game methodology is imaginary based on the creation of a situation and the adoption of a certain role by the child or the teacher.

Rhythmic music games are any traditional games, such as dances with a choice of partners, which help not only to master communication skills, but also to improve the phonetic and rhythm-melodic aspects of speech and immerse yourself in the spirit of the language, for example: " Nuts and may ", "What are you? name ", " I like my friends ", " Heard, shoulders, knees and toes " and others.

Artistic or creative games. This is a type of activity that is on the border between play and artistic creation, and the path to it lies with the child through the game. They, in turn, can be divided.

The peculiarity of teaching English to preschool children is that it is not just sitting at the table and flipping through books and notebooks. The process should not be boring and children should strive for knowledge themselves. Children think clearly, take everything literally, speak in simple sentences... If the teacher explains something, he should be clear, give an example. Therefore, English is a game for preschoolers. It is only through this form that you can achieve positive results and a positive attitude towards a foreign language in a child you can form a relationship.

Educational forms should be able not only to master as many lexical units as possible, but also to cultivate interest in the subject, to develop the child's communication skills and to express his thoughts. Language in the competence of the child with a minimum amount of child bearing the further growth of his units to certain qualities of mastering the material, which allows to provide it is important to achieve, situational and meaningful use of them.

From the very beginning of the training, it is necessary to develop a certain style of working with children in English, to introduce rituals that correspond to the most common situations of communication. Such ceremonies (greetings, farewells, short exercises, using polite formulas accepted in English) allow children to establish a foreign language connection, facilitate the transition to English, let children know that the lesson has begun, and now a certain stage of the lesson shows the transition.

The most important condition for successful training is to activate children's speech-thinking activities and involve them in foreign language communication. Speak up, children

It is necessary to constantly change the order of speech acts (order of questions, addresses, names of objects, etc.) so that they treat the meaning and do not mechanically remember the sound sequence. Different children must be leading, active participants in the repetition of games, so not perform their actions.

Primary school students in rural areas usually grow up far away from the English language environment, and children's thinking remains abstract, and the process of acquiring new knowledge is always based on emotions. Therefore, English language teachers teach kindergarten children through easy methods, from objects around students, they make full use of flashcards and other teaching aids. When teaching words like "banana" and "apple," teachers can simultaneously teach new color words by showing fruits like bananas and apples. Children learn to use their foreign language through classroom objects to organize learning activities.

Of course, the teachers' methodology plays a big role in the use of materials during teaching. For example, when teaching related words, you first you show the object to the child and encourage him to speak, the students will say the words pronounced and

repeats the new word again using the pictures on the cards to reinforce the word they have pronounced. In teaching vocabulary, teachers determine the content of the text and the attention of the students.

To attract them, the educator can draw their attention by pronouncing the words together with them and drawing a picture on the board.

Therefore, it is now required that a tutor in China have the skill of drawing. This not only reduces the difficulty of teaching, but also helps students to gradually consolidate the knowledge they have learned. In order for the students to feel the progress in the process of learning English, it is necessary to have a perfect approach to each educational activity. Only then will children be motivated to learn. Nowadays, since Chinese kindergarten-aged children are so advanced in their ability to absorb new knowledge, the teaching programs in kindergartens have been intensified accordingly.

Using songs and action games to improve the classroom environment.

Creating a flexible classroom atmosphere is sometimes more important than any teaching method. Teacher J-jt with a nice song in English at the beginning of the class environment, importantly, allows for a natural entry into a good learning atmosphere.

Children's self-control is weak, and it is difficult for them to concentrate and hold their attention during the entire session. Therefore, the teacher is quick to practice songs, poems or language that children like to listen to.

Although they do not understand, they are using it through the actions of the characters in the cartoons to understand the words. This is an interesting and effective way for children to learn the language.

Nowadays, all kindergartens in China are equipped with multimedia devices. Children are taught English through songs, poems, stories, and videos. It turns boring language lessons into a fun daily game. In Chinese kindergartens, there are about 10 students in one group, and the teacher regularly uses the method of education based on the psychology of each child. This requires the educator not only to be an educator, but also to be an artist, a musician, a foreign language teacher, and a good psychologist mother. Of course, it is currently developing.

In modern times, the Chinese have created great facilities for the younger generations in this regard giving.

Teaching through multimedia gives great opportunities to the teacher. In this way, raising the interest of children to a high level and keeping their attention for a long time can be attracted. Through this, we can see that children's language skills have increased again.

If our topic is "Animals", we first use their sounds to teach the names of different animals, the children pay attention to this, and immediately start saying the names of the animals like cat4 tiger4 bear....



**REFERENCES:**

1. David A. J Eggen, P Kauchak. Methods for Teaching: Promoting studentslearning [M] 2002.
2. Liu Wang. tomorrow xinglixue kaocha[J]. 2017-18.
3. Feng Wang, Applying Technology to Inquiry-Based Learning in Early Childhood Education [J]. Early Childhood Educ